

Federal Title Program Basics

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965, creating federal grants to state educational agencies and school districts to improve the quality of elementary and secondary education. The goal of the law is to improve educational equity for students by providing federal funds to school districts serving students experiencing poverty. ESEA is the single largest source of federal spending on elementary and secondary education, and was reauthorized in 2015 as the Every Student Succeeds Act (ESSA).

Program Descriptions

Title I, Part A: Improving Basic Programs

The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and help ensure that all children meet challenging academic standards. Title I-A provides financial assistance to districts and schools who serve a larger population of children from families experiencing poverty. By providing additional resources, the program is intended to help close the opportunity and achievement gaps that some students experience. Title I-A is comprised of four separate formulas. Some districts are eligible to receive funding in all four areas, while others are eligible in only a few. There are different criteria for each formula, though all are based on census poverty.



- **Basic Grant:** 10 formula children **and** at least 2% of students in the district experiencing poverty
- **Concentration Grant:** Qualify for Basic grant; **and** 6500 children **or** 15% of students in district experiencing poverty
- **Targeted Grant:** 10 formula children **and** at least 5% of students in the district experiencing poverty
- **Education Finance Incentive Grant (EFIG):** Same requirements as the Targeted Grant

Title I, Part C: Migrant Education Program (MEP)

The purpose of Title I, Part C is to assist states in supporting high-quality and comprehensive supplementary educational programs and services during the school year and, as applicable, during summer or intersession periods. The supplementary program encourages systems to affirm the unique educational strengths and support the needs of eligible migratory children and youth. Supplementary services support migratory children who experience educational disruption, cultural and language barriers, social isolation, and health-related problems, with the goal of closing opportunity gaps that inhibit their ability to succeed in school.

Only a State Education Agency (SEA) may receive a MEP grant from the U.S. Department of Education. However, districts and ESDs may participate in the program through subgrants or contracts with the SEA. Funding for MEP projects is provided as formula grants to qualifying school districts and ESDs. Allocations are determined based on the number of migratory children and youth with an active Certificate of Eligibility.

Title I, Part D: Neglected, Delinquent, or At-Risk Youth (Subpart 2)

The purpose of Title I-D is to improve educational services for students in local, tribal, and state residential facilities for students in secure care. Title I-D, Subpart 2 provides federal funding to districts that provide educational services to this population with the following intentions:

Federal Title Program Basics

- Improve educational services for students in secure care, so they have the opportunity to meet state academic standards.
- Improve student transition between correctional facilities or institutions and community programs in education, technical training, or employment.
- Prevent students from dropping out of school or returning to correctional facilities. This includes providing support systems to ensure continued education for these students.

An LEA is eligible to receive funds if there is a **locally operated facility** within its geographical boundaries.

Title II, Part A: Supporting Effective Instruction

The purpose of Title II-A is to improve teacher and leader quality and focuses on supporting efforts to better prepare, develop, and retain talented and diverse educators in schools, with a particular emphasis on ensuring students of color and students experiencing poverty have equitable access to effective educators. While the goal of Title II-A is to improve outcomes for students, the focus is on supporting ongoing professional learning as well as recruitment, retention, and advancement of educators. Title II-A is a formula grant, and all districts are eligible to receive funds.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

The purpose of Title III is to provide supplemental support for multilingual learners who are learning the English language and students who are immigrants. District that receive Title III funds are required to provide students identified as English learners with instruction in learning English and on-grade level core content. Eligibility to receive Title III funds is based on the number of English Learners, but districts must meet a minimum threshold of \$10,000 (as determined by a per pupil amount) in order to receive a grant at the district level. However, districts that do not meet the \$10,000 threshold can become part of a consortium in order to receive funds.

Title IV, Part A: Student Support and Academic Enrichment

Title IV-A supports a wide range of activities to promote well-rounded educational opportunities, safe and healthy students, and effective use of technology. In order to be eligible for Title IV-A funds, a district must have received Title I-A funds in the previous year. No eligible district may receive less than \$10,000 in IV-A funds. Any district receiving \$30,000 or more in IV-A funds must complete a comprehensive needs assessment and spend at least 20% in well-rounded education, 20% in safe and healthy students, and at least some portion of funds on technology, with no more than 15% on technology infrastructure.

Title IV, Part B: 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) grant is a competitive grant and is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. The focus of this grant is to help students in schools where a high percentage are navigating poverty, succeed academically through the application of evidence-based practices. 21st CCLC programs must provide:

1. Opportunities for additional, hands-on, academic enrichment in subjects such as reading, writing, and mathematics to meet challenging state standards;
2. A broad array of additional services and programs focusing on youth development, cultural programs, counseling, arts and music, physical fitness, nutrition, credit recovery, internships, CTE, STEM, and service learning to name a few;

Federal Title Program Basics

3. Families of the students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

21st CCLC grants are awarded annually contingent upon federal funding for a 5-year grant cycle.

Title V, Part B: Rural Assistance Education Program

Rural schools may have access to the Rural and Low-Income Schools (RLIS) program or the Small, Rural School Achievement (SRSA) program. These programs are designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. SRSA is administered by the U.S. Department of Education and RLIS is administered by the ODE.

These programs provide eligible districts with greater flexibility in using formula grant funds that they receive under certain state-administered federal programs.

- Allowable expenditures under SRSA include activities authorized under Titles I-A, II-A, III, IV-A, and IV-B
- Allowable expenditures under RLIS include activities authorized under Titles I-A, II-A, III, IV-A, as well as family involvement activities

Eligibility for RLIS and SRSA are different and is based on meeting definitions of "rural," "small," and "low income."

Title VI: American Indian & Alaska Native Education

Prior to contact with Europeans the area now recognized as Oregon was the homeland of diverse native peoples. The descendants of those people, and native people from throughout the United States continue to live and thrive here. With this in mind, the purpose of Title VI is to:

1. meet the unique educational and culturally related academic needs of Indian students, so that they can meet challenging State academic standards;
2. ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures; and
3. ensure that teachers, principals, other school leaders, and other staff who serve Indian students have the ability to provide culturally appropriate and effective instruction and supports to such students.

Removing barriers and cultivating relationships that welcome tribal family participation in their student's academics are essential components for implementing a successful Title IV program. Districts are eligible for Title VI funds if the number of eligible children¹ enrolled in its schools the previous year was at least 10 or made up at least 25 percent of the total number of individuals enrolled in the district's schools.²

McKinney-Vento

The McKinney-Vento Act's Education of Homeless Children and Youth Program (EHCY), ensures that PreK, school-aged students, and unaccompanied youth experiencing housing instability are provided a free, appropriate public education, despite the lack of a fixed, regular, adequate, night time place of residence. The purpose of McKinney-Vento (MV) funds is to identify and address barriers encountered by PreK, school-aged

¹ ESEA Section 6117

² ESEA Section 6112 (b)(1)

Federal Title Program Basics

students, and unaccompanied youth experiencing houselessness, and requires each district to have a McKinney-Vento point of contact.

Services provided under this grant program must supplement and/or enhance activities provided by the district. This is a competitive grant, and all districts are eligible to apply for McKinney-Vento grant funds. Grants are awarded for a period of three years. Regardless of whether a district receives a competitive McKinney-Vento grant, **all districts that receive Title I-A funds are required to [set aside](#) a portion of Title I-A funds to serve the needs of McKinney-Vento eligible students in grades PK–12.**

Allocations

Districts receive federal funding under ESSA through either a competitive process or a pre-determined formula established by the U.S. Department of Education (ED). **Formula grants** under ESSA are awarded annually based on each Title grant's unique funding formula. More information about formula allocations can be found in the [Allocations brief](#).

Funding for **competitive grants** varies and depends on specific legislation governing the funds, allocation of funds to the state, and the merits of the application submitted. Recipients are not pre-determined in a competitive grant, and go through a process of selection based on the evaluation of a reviewer or team of reviewers.

Supplement not Supplant (SNS)

Most federal programs require districts to supplement, and not supplant, the state and local funds they would otherwise spend on education. This means federal funds should add to (supplement) and not replace (supplant) state and local funds. Some programs also require districts to use federal program funds to add to and not replace **other federal funds**. The tests for compliance with [supplement not supplant requirements](#) vary depending on the federal program being implemented.

Districts should also note that IDEA and Perkins have their own supplement not supplant requirements. Because of the unique nature of each title program, districts are encouraged to reach out to the appropriate program specialist with specific SNS questions.

Resources

- [Every Student Succeeds Act](#)
- [Oregon Federal Funds Guide](#)
- [Oregon Department of Education ESEA/ESSA web page](#)
- [ESSA Quick Reference Brief: Supplement not Supplant](#) (ODE)
- [ESSA Quick Reference Brief: Allocations](#) (ODE)